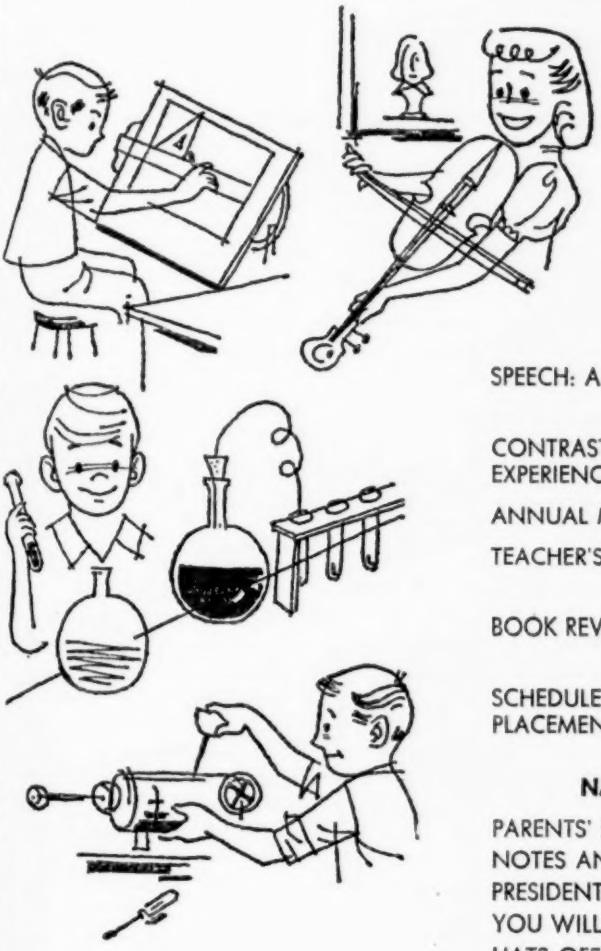
THE GIFTED CHILD
QUARTERLY

FOR A BRIGHTER WORLD TOMORROW MOTIVATE THE GIFTED CHILD TODAY

VOL. III, No. 2 SUMMER, 1959



CONTENTS

SUMMER COURSES IN EDUCATION OF THE GIFTED
Pages 32 and 33

SPEECH: A CHALLENGE FOR THE GIFTED .. 23
George L. Lewis

CONTRASTING MATURATIONAL EXPERIENCES OF CONCERT PIANISTS 27

ANNUAL MEETING REPORT 34

TEACHER'S FEATURE 37
Sylvia Kay

BOOK REVIEW 40
J. C. Gowan

SCHEDULE OF ADVANCE PLACEMENT CONFERENCES 41

NAGC REGULAR FEATURES

PARENTS' PAGE 28
NOTES AND NEWS 30
PRESIDENT'S MESSAGE 31
YOU WILL WANT TO READ 39
HATS OFF DEPARTMENT 39
To Junior Leagues

THE GIFTED CHILD is published as a quarterly, Spring, Summer, Fall and Winter by The National Association for Gifted Children. Headquarters: THE NATIONAL ASSOCIATION FOR GIFTED CHILDREN, 409 Clinton Springs Ave., Cincinnati 17, Ohio. Edited by Ann F. Isaacs and mailed to all members of NAGC. Available to non-members at a subscription of $5.00 per year. Single copies $1.50, 5-9 copies $1.00 each, 10-19 copies 75c each, 20-49 copies 50c each, 50 or more copies 25c each. Please submit manuscripts, news items and books for review to the above address. Copyright 1959 by The National Association for Gifted Children, March, 1959.

BOARD MEMBERS
OF
THE NATIONAL ASSOCIATION FOR GIFTED CHILDREN

FOR 3 YEARS

DORIS T. ALLEN, Assoc. Prof. Psychology, U. of Cincinnati, Pres. Children's Inter. Summer Villages, Inc.
TOM COHN, Psychologist, Wayne State U., Detroit, Michigan.
NORMA CUTTS, Author, Formerly Prof. of Psychology and Education, New Haven State Teachers Col.
BENJAMIN FINE, Dean Graduate School, College of Education, Yeshiva College, N. Y.
ARTHUR HUGHSON, Assistant Superintendent, New York City Schools.
SAMUEL R. LAYCOCK, Set up and supervised program for special classes for gifted in Canada. Former Professor and Dean University of Saskatchewan, Canada.
RUTH MARTINSON, Coodinator Study of Gifted, State Dept. of Education, Sacramento, Calif.
EDNA R. OSWALT, Kent State University, Kent, Ohio.
JOHN PEARSON, Psychologist, Rochester State Hospital, Rochester, Minnesota.
E. BROCK RIDEOUT, C.E.A. Kellog Professor in Education Leadership, Toronto. Canada.

FOR 2 YEARS

RICHARD DABNEY, State Department of Education, Jefferson City, Mo.
LEAH GOLD FEIN, Certified Psychologist, Stamford, Conn.
J. C. GOWAN, Los Angeles State College, Northridge, Calif.
SYLVIA KAY, Principal Hibbard School, Chicago, Ill.
DONALD KERN, Chairman A.P.A. Comm. preparing Directory of persons interested in gifted, Trumbull, Conn.
NICHOLAS MOSLEY, Author, Former Superintendent of Schools, Meriden, Conn.; Deerfield, Fla.
RUTH ZELIGS, Parent, Cincinnati, Ohio.

FOR 1 YEAR

RODGER BISHTON, Sacramento State College, Sacramento, Calif.
JOSEPHINE EVANS, Parent, Indianapolis, Indiana.
WM. GUILD, Director of Science Center, St. Petersburg, Fla.
HELEN MAYER, Parent, Prospect, Kentucky.
PAUL R. ROLLINS, Principal, Shroder Jr. High School, Cincinnati, Ohio.
JOHN SLAYMAKER, Professor, Wittenberg College, Springfield, Ohio.

OFFICERS

President: WALTER BARBE, University of Chattanooga, Chattanooga, Tenn.
President Elect: VICTOR GOERTZEL, Psychologist, N. Y., N. Y.
Secretary-Treasurer: GAIL PARSONS, Teacher, Michigan City, Ind.
Executive Director: ANN F. ISAACS, Cincinnati, Ohio.

NAGC IS INCORPORATED AS A NON-PROFIT ORGANIZATION

SPEECH: A CHALLENGE FOR THE GIFTED

George L. Lewis

Present writings by competent critics and the frequent releases by the less competent are focusing considerable attention upon educational programs for the gifted child. Many are concerned with the "under-achieving student" and plead for a new dispensation in which he will be given "his fair proportion" of the school instructional time and talent. Many of these programs call for a return to "the good old days" of *solid* subject matter and a few project the possibility that the gifted child should be given more freedom to explore rather than be held in the disciplined programs required for the more conventional achiever.

Let us first agree that there is a great deal of need for better understanding of the *solid* subject matter areas. Let us further agree that *exploration* is desirable for the gifted and the typical student. There are, however, implications in both of the above programs which may fail to reach the gifted child even more than the conventional school program fails to motivate or challenge his potential development. No one program can ever be the panacea for every child, gifted or typical. The purpose of this paper is to explore an area often left out of the total program and search for possibilities of a contribution in the education of the gifted students.

FUNDAMENTALS AND FRILLS

Speech is the basic element in the communicative process. Numerous studies have been made which indicate that the oral processes of communication, (speaking and listening) take more of the student's time than the silent skills of reading and writing. This is likewise true of the communicative process in business and other non-school involvements after the individual has left school. Listening and speaking make up 75% of the communicative process. Still the school program, including English and the other solid subject areas, follows an instructional design in which more than 53% of the program is devoted to silent reading and less than 8% to the oral aspects of communication. We may further point out that the major weakness in meeting the world challenge today is not in the skills of technocracy, but in communicating at a level of mutual respect and understanding with people of cultures different than our own.

Throughout history man has been considered educated when he has become conversant with areas identified by some as "cultural." Present trends in psychological coercion are making the inclusion of the cultural areas of the public school program almost non-available to the college preparatory student, including the gifted child. Whenever we increase the requirements for mathematics, science, history, or English, we leave less time for the subjects often classified as *frill* areas by teachers and parents favoring the *solid* subject areas. Among these *so-called frills* we find art, music, and speech. The real challenge to the speech teacher and to the school is whether this last is a frill or a fundamental.

Research does not support the concept held by many, that training in the silent forms of English will improve the oral communication levels. There is some question whether instruction in formal grammar improves the usage level in oral or written communication. Studies have indicated, however, that usage may be improved by oral and written practice and suggest that considerable oral experience in reading aloud from well written material, and even memorization of well written material improves the individual's ability to handle the language orally. These individual improvements include the enlargement of vocabularies used in reading and writing. Improvement in the style as it effects sentence, phrase and paragraph construction is also evidenced.

Speech and drama instruction can, like any other subject, be taught as a frill or a fundamental. Let us discuss the *fundamental* approach of these disciplines as they apply to the gifted child.

Dr. Lewis is Chairman of the Committee on Graduate Work in Education; Assistant Professor of Speech Education, at Ohio State University. B.A. and M.A. from Brigham Young University. Ph.D. from the University of Denver. Fifteen years as speech and debate coach, and director of University-community Children's theatre program. During the last six years prior to joining O. S. U. debate groups of 75 per cent and dramatics groups of more than 100 per year participated in speaking parts in programs under his direction.

IDENTIFICATION AND LEADERSHIP

The gifted child cannot always be identified by the presentation he makes to his fellow students or the faculty. In a school where he is expected to learn *from* books and teachers he is often frustrated because he finds no release for ideas or expressions which do not seem relevant to the particular block of instruction scheduled for a given week, year, or semester. This has led some to suggest a period of "exploration" for the gifted. Identification of the talented, or gifted becomes a major problem. It is not enough to say "This child is gifted . . . his mother says so." Nor is it possible to say . . . "this child is gifted (or talented) . . . he says so." In order to find talent or gift the individual must be placed in a position where certain materials, tools, processes or opportunities are placed within his potential grasp. These must, however, be placed within his reach under direction of an individual skilled in the use of these same materials, tools, or concepts. A truly gifted child may have his talent retarded, if not destroyed, if he is taught faulty discipline by the incompetent. A student of high potential in musical talent might suffer frustration and defeat if taught faulty disciplines in handling an instrument . . . by an incompetent teacher. The re-educative process may be too complex, too long, and may cause the individual to become a plumber or car salesman rather than attempt to risk another such frustration. *Gift* can never be limited to verbal proficiency, although, the gifted are often skilled in the verbal communicative skills. We must remember that the symbols of mathematics, fine art, music, and bodily action are symbols of communication and cannot honestly be restricted from the identification factors in locating the gifted.

A student must, in most learning experiences, have respect for the leadership and knowledge level of the instructor. The intelligent child is quick to observe when the teacher is incompetent to handle the instructional experience. In this light the choice of the speech teacher is highly important. It is not educationally sound to place talented individuals under the direction of the teacher of home-economics, physics, English, or social studies, merely because the Junior Class Play sponsor happens to be from that area. It is not even educationally sound to present a Junior Class play, unless that experience develops a higher level of understanding of theatre; including the total relationships of idea (from the playwright), design of the set, interpretation by the actors, and the orchestration of ideas, lines, lights and set by the director. Many high school productions would be better not produced, if we evaluate them in terms of educational value. It is not enough to judge them by "the number of students participating, who learned to work together." Under competent direction, with a script involving communication of intellectual or artistic ideas, with a set designed to fit the play, and with actors competent to read the lines under qualified direction, such an experience can match any educational experience in high school or college.

EXPLORATION AND DISCIPLINE

During the past fifteen years it has been my pleasure to work with students of a university laboratory school. The children in general were the offspring of parents with above average social-economic standing. Parents in most cases were college graduates and the level of expectation for their children included equal or more of such educational opportunity. From such a student group one is concerned not only with the level of intelligence, but with identification of the particular gift, or talent. Parents of this type are not foolish enough to identify gift with a few chosen areas such as mathematics or science. They are interested in locating the potential musician, artist, dancer, designer, architect, writer, creative, physical, or social scientist. They are well aware of the need for "test tube" disciplines in these areas but they know that in order to identify and develop talent there must be ample opportunity for exploration. Thus students were restricted to limited amounts of *solid subject* registration during any one registration period. We early found that if students were allowed to pursue only the solid subjects during ninth and tenth grades that electives during later periods of "exploration would be confined" to these same areas. Registration was designed therefore to encourage exploration. The great concern was not to channel the student into the arts. It was designed, however, to eliminate the risk that a student would find himself committed to a

test tube level of science when he might have become a great artist. We further believed that fulfilling such exploratory need might increase his chances of becoming a truly creative scientist, if he should so choose.

When gifted students enter a speech program as a period of exploration they present many challenging and interesting problems to the teacher. One of the many problems is that there are "too many chiefs and not enough Indians." A second problem, and much more important, is how to make good Indians without destroying the chief potential. In this respect the speech field offers many opportunities.

Speech is one area in the school where every student is not given the same assignment. Under a good speech teacher it is very seldom that any two students will be speaking on the same topic or reading the same interpretive material as a class assignment. When every student delivers a speech or presents an oral reading on a different subject this results in several educative experiences of value to the gifted. First, it serves to broaden the total background of experience. Some topics are on current events, some are on community-problem-solution issues, some are political, social or economic. Interpretive selections should deal with *ideas* as well as *beauty*. A competent teacher of speech will seldom champion a program of "escape" literature, but, neither will she devote her time to destruction of good literature by reverse processes of mechanical construction. Her process is the analysis of what is said and the effect it has upon the audience. This approach is important for the gifted. If he is to become a talented contributor, or leader, in a world of people he must learn to analyze his audience and to speak to them. The communication must get through. Too often the beginning student with high level intelligence must overcome an attitude of contempt for the audience. Until he learns to communicate, his talent is wasted.

PROBLEMS AND SOLUTIONS

Debating is one of the most challenging experiences for the gifted, or above average intellectual levels. It can be equally valuable for the limited also. For the gifted the debate approach accelerates high school experience. In many high schools, and too many colleges, the student enters a class where there is one teacher, one text book and a small quantity of related readings. In debate a problem of major importance to the nation (the world) and the local community is chosen each year. These problems deal with international trade, socialized medicine, labor-management relations, and this year the students will compare the American educational system with that of other countries. Debate propositions are often questions of *policy* and the skilled debater moves them into discussions of questions of *value*. In such a debate there is more than one teacher, a multitude of readings and no one "right" authority. The debater learns early that for every problem there are many authorities, that these authorities are of equally high scholarship and experience, but that they differ in their analysis of the problem, their interpretation of the evidence, and their solutions to the problem. The debater learns that people in high position are biased and that their writings indicate the axes they are grinding. He learns that he must also take a stand, that it might be biased, but that he must defend his opinion under challenge of controversy. He learns the value of fact and the method of presentation of fact. He learns the techniques of reasoned discourse. Too often, the college student is not challenged at this level until he reaches graduate school. Even here, we find that he is hesitant to challenge the book or the professor.

The debater expands his reading, writing, listening, and speaking vocabularies. If one were to compare the 3000 words of the first two years of foreign language instruction (on a level of "the window is in the side of the room!" "The dog has gone with mother in the car") to the increased use level of compound word forms, advanced concept words (which would take a paragraph or more to explain) one would not attempt to eliminate training in debate (even for a single year) for two years of the first three thousand words. This is not a plea to eliminate the foreign language, but a discussion of relative values in vocabulary increase at the *usage* level. Retention of vocabulary usage (several years beyond instruction) would furnish evidence for providing time for instruction in this valuable area. I am equally sure that

debating an international question, such as "Resolved: That United States Should Adopt a Policy of Free Trade," might give the student as much of a *feel for* the problems and points of view of non-American people as is gained from the first 3000 words.

Debate also deals with various types of organization for deliberative and reasoned discourse. Problem-solution techniques, syllogistic reasoning and semantic involvements become an immediate problem when the student must defend his opinions and plans under questioning from a highly trained opponent. The presence of the judge, as a representative of a future *public* to be led and worked with, further adds to debate as a challenging educative experience for the gifted.

THEATRE AND FRILLS

Dramatics at the high school level is one of the most maligned experience areas. Although it can be one of the great challenges to the gifted and the talented, it often falls far short of its goal. Given an adequately trained teacher, stripped of its responsibilities to raise money for traditional class parties, it can become one of the most valuable experiences in the life of an individual.

Much of the training of psychology, sociology and general studies in college has as its purposes the development of understanding in various habit patterns and social action patterns of humanity. Man has considerable drive to *try on life* in a pattern different from that of his present involvement. This desire may be transitory, or it may be a part of exploration to find it he would like to move in other directions. Theatre experience at the high school level meets many needs in this regard. Memorizing lines, (well written in terms of idea and style) leaves permanent imprints on the style and vocabulary of the student lucky enough to have such experience. Ideas and attitudes gained from the thoughts of the authors in plays of depth may be found in the conscious and sub-conscious reactions of individuals in later years. Well directed plays develop appreciations and understandings in the total picturization, composition and harmony of actor, light, set, color, and idea.

In addition to the profound and complex things listed above, theatre is demanding. It teaches that in the arts there is no substitute for self-discipline as well as group-discipline. Here the gifted child also must understand that deadlines must be met, that the audience is more important than the player, that curtains open on time and cannot be delayed. He must learn too that he cannot control an audience for which he has contempt. He cannot excuse poor quality with excuses that "this is only amateur or educational theatre." Above all, the participant in theatre in an educational setting learns that he must be willing to contribute time, energy and talent to something without receiving any pay in return, except the satisfaction of knowing he has expressed himself and others have approved. If he measures his success by a grade received he has robbed himself.

From these speech experiences, instead of accelerating talented, gifted children beyond their developmental rates of maturity they may be broadened in their cultural and intellectual concepts. They should improve their skills of communication and linguistic proficiency, they should find satisfactions from recognition of listeners beyond the bounds of the classroom. In addition they should develop a sense of values because the products of their efforts are directed at a living audience and must be defended. In speech the experience is not a series of trial experiences, but each is measured against a consuming audience. It seems, therefore, that speech is not a frill to be dropped or limited. It is vital to the training and education of leaders. It is a basic ingredient in the education process for all. It is imperative in the development of the gifted.

CONTRASTING MATURATIONAL EXPERIENCES OF CONCERT PIANISTS

Based on interviews

ERNEST DOHNANYI

At the tender age of three it was first recognized that Dohnanyi had unusual musical talents. He was able to reproduce a melody which he had heard his father play on the cello. There were in Dohnanyi's ancestry, musicians on both sides of the family. It would have been very easy for his father to capitalize on his talents as a child and to make of him a "wonder child" as Dohnanyi phrased it. At the age of eight or nine he was already composing his own melodies and performing in public for charitable organizations. Music as a career was the only goal he ever considered when he thought about his life's ambitions. He has always felt his decision was correct and that the training he received was appropriate for his talents.

It is interesting to note that he had a general background with an ample number of years devoted to the mastery of Latin and Greek. Mr. Dohnanyi is of the opinion that parents should never drive the child to practice for music. The child himself should have the urge in this direction. Dohnanyi himself has never practiced and only recently now that he is eighty, does he need to spend 10 to 15 minutes prior to a concert warming up.

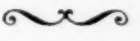
Many parents and teachers sometimes wonder if the child shows unusual talent, should he be encouraged to devote his time in the direction of this talent to the exclusion of all other interests. Mr. Dohnanyi's comments are of interest to all who are devoted to furthering the education of our youth whether the interest is in music or not since he stresses the importance of a sound general education. This artist-composer is of the opinion that there is nothing so dull as a musician who knows nothing but his music.

CLAUDIO ARRAU

Claudio Arrau had a love for music at a very tender age, giving his first concert at age five. Though his mother shared his liking she was far from a professional musician, playing the flute only as a moderately successful amateur. He learned to read music before he learned to read books. He was able to explain musical notation to himself. At the age of ten he enjoyed music so much that he spent eight to nine hours daily practicing the piano. His parents found it necessary to even bring his meals to him at the piano.

He expressed appreciation of the fact that the Chilean Government subsidized him and his family for ten years of study in Germany from the time he was five to fifteen years of age.

Mr. Arrau is of the opinion that the teacher plays a significant role in motivating the child's desire to practice. He further expressed the idea that a love of music should be taught to all boys and girls and that those who are especially talented will want to practice for the beauty music brings their lives.



YURY BUCKHOFF

This gifted young pianist made his debut in Cincinnati, Ohio. When interviewed he indicated that his interest in music had not been a profound one until he reached the age of 13 or 14. Prior to that time he liked to play games and spend his time in various other activities in which the typical boys of his age liked to engage. When he reached his early teens he then became seriously interested in the piano and was willing to devote many hours to his daily practice.

It was his mother, herself a musician, who discovered that he had music talents, who provided him with guidance, encouragement and stimulation that led to his eventual success.

In answer to the question as to whether there was a specific person who was especially helpful to him, he said it was his mother.

THE PARENTS' PAGE
by
Dorthea M. Dyer

A great deal of community support has been mobilized for programs in support of the education of handicapped children in this country. Mighty little has been mobilized in support of programs for the gifted. In fact, it is estimated that 200 times the resources are being made available for the education of the handicapped as for the education of the gifted. Despite some lip service being paid to the concept of special educational opportunites for the gifted, very few teachers are being particularly trained or certified by educational systems for this work.

To us, there is something literally suicidal to the welfare of society in this disproportion of time, effort, thought, and money. Moreover, we believe it to be to the advantage of the handicapped, themselves, as well as to the generality of humanity, to alter this situation. Never in the written history of the world have genius and leadership been so badly needed. Clearly enough, the educational future for gifted children is not something parents can safely leave in the hands of others. A tremendous challenge in public relations faces us, and we had best be active and articulate to the utmost of our individual abilities. If the facts are widely made known and understood, the problem of providing suitable resources for the gifted will diminish as it becomes apparent to society at large that our survival may well depend on the cultivation of the extraordinary human resources of our country, as yet not well understood and largely untapped.

Parents of gifted youngsters are often challenged to state reasons why the gifted need and deserve special guidance—special teachers, special materials, special opportunities, special schedules, special classes, or perhaps complete release from academic routines under particular circumstances. We should have our responses at "the tips of our tongues," remembering always that these children are as different as their fingerprints, and that, as parents, our individual perspectives are likely to be limited by personal experience in particular situations.

A partial set of reasons why we believe gifted children should receive as much consideration as handicapped children (and please remember that the gifted group numbers among its members many who are at the same time handicapped in one way or another) is all that any one of us can hope to provide. However, if we parents contribute to each other's knowledge and understanding, we can help one another a great deal, and can perhaps contribute uniquely to the reservoir of what is known about these children.

In minimizing the waste of the capacities of these children, there are some generalities which bear restatement here, if only as a challenge to us for further exploration and discussion among ourselves.

a) These children are geared to learn at a faster rate of speed than the average, and they deal competently with concepts at a very early age. Rote learning is not for them; it may actually inhibit their mental processes if carried beyond the point of attaining proficiency in basic skills.

b) Most gifted children, at one time or another, are consumed by so burning a curiosity to get complete answers to questions that they sometimes arouse hostility and create misunderstanding among other children and even adults. Intellectual competence in their teachers and a wide range of basic resource materials are highly desirable for them, from the start of the academic process.

c) These children tend to set for themselves tremendous goals—so great that they are in constant danger of stubbing their little toes. Failing to achieve what, in their minds, they conceive possible, may result in their becoming overly downcast. They deserve unusually skillful assistance in making a realistic appraisal of the possibilities at each stage of development.

d) Gifted children tend to be overly harsh judges not only of themselves but also of the environment in which they live . . . of people, institutions, and situations. They need illuminating guidance from sensitive, rested, serene, aware adults in attaining recognition of the truth that Providence did not see fit to create perfect people, institutions or solutions to situations; that life is a process of adaptation to what IS.

e) Their heightened sensitivities to their total environment frequently result in bafflement and a sense of being overpowered by concepts, ideas, and emotions ferociously bigger than they are, with which experience has not yet given them the means to deal. This extraordinary sensitivity, which often leads to an unduly strong sense of humility or incapacity, suggests a need for exposure to a wide variety of concepts, ideas, and emotions at an unusually early age. These youngsters often need wise guidance in developing a sturdy sense of ability to cope with the totality of life, on a scale related to their individual requirements.

f) Frequently, these children seem to come fully equipped with a burdensome sense of responsibility for others, which operates before they are physically or emotionally full ready to assume such responsibility.

g) Certain kinds of personalities, among the gifted, need to be helped to play, to relax, to develop a sense of humor. Many of these children function almost solely with respect to specific goals. They can be aided, in many ways, to learn to be glad to be alive in this eternally fascinating Universe of ours, to appreciate love and warmth and generosity and beauty as ends in themselves.

h) Above everything, the gifted need the help of all of us in learning to live with the consciousness of being *different*—a very great emotional strain on some children. Nearly always, the highly gifted know, in their inner recesses, that they are *different*. The release of their tremendous energies into constructive channels of creative accomplishment justifies the use of every available means of helping them to face this reality squarely and happily.

* * *

It has come to our attention that a very able scholar is interested in locating any research material available on the attitudes and values of the gifted of any age group. If you can locate any research which has been done on these topics, we would be grateful to be directed to it.

* * *

As parents, I am sure we all want to extend warm congratulations to Mr. George R. Ellison, of the Children's Bureau, the author of "Your Gifted Child," on his receipt of the Oveta Culp Hobby Award, presented to him by the Department of Health, Education, and Welfare.

* * *

We would like to hear from parents of gifted children with visual or hearing handicaps. One of our parents has asked that we devote a column to a discussion of these problems. Ideas and contributions will be welcome.

NOTES AND NEWS

IN COLORADO

The Superior Student, edited by J. W. Cohen, University of Colorado, Boulder, Colorado, is the newsletter of the Inter-University Committee on the Superior Student. University Presidents, Deans and Faculty members interested in furthering special programs and Chairmans of Honors Committee, may be interested in receiving this publication.

IN FLORIDA

Dr. Maurice C. Schimdt is a member of a curriculum committee currently conducting a study on the Gifted Student Program of Broward County, Florida.

A St. Petersburg committee of 100, and the Chamber of Commerce have secured a building to house the Science Center of which William Guild is Director. His efforts are especially to be commended since the Center endeavors to reach teachers and children at the elementary school level.

IN MINNESOTA

The Minnesota Council for Gifted, an affiliate of NAGC, held their annual all day meeting May 2, 1959. The welcome address was given by Mrs. Mary Ann Pilch, MGC President. The program included: A talk related to how the National Defense Act might help Minnesota's gifted children by Mr. Farley Bright, a discussion of segregation for the gifted elementary school children by Shirley Wassink and Bernard Larson, and a discussion of the gifted child in the regular classrooms by J. Buzzeli and Hans Koehler. The afternoon address on creativity was given by Dr. Paul Torrence. A business meeting followed.

IN NEW JERSEY

The April meeting of the Bergen County Association for the Bright and Gifted, an affiliate of NAGC, featured Mrs. Harriet Peck, Psychologist and Psychiatric Social Worker, who spoke on "The Emotional Problems of Gifted Children." Mrs. L. J. A. Stiles, President of this group, is also the editor of a lively little newsletter. She can be contacted at 75 Andover Avenue, Dumont, New Jersey.

IN NORTH CAROLINA

An anonymous donor contributed $10,000 to Western Carolina College to aid their program for gifted children. The money will be used to: provide scholarships for children, offer fellowships to in-service teachers interested in giving full time to study in this area and publish a manual that will serve as a comprehensive guide for teachers who find one or more gifted children in the class. Dr. H. Bixler is in charge of preparing the manual.

IN OHIO

Fred Moore, of Riverside High School, in Painesville, Ohio, is at work on plans for the summer. The school will offer an enrichment literature seminar, and an extension of the foreign language program to include Latin III.

The Junior League of Columbus is financing a new project for gifted which is to run for one year beginning July 1, 1959. Diagnostic and appraisal services will be made available to children in Franklin County through a new child study center being created at Ohio State University. Boys and girls who will benefit from the service will be referred by school administrators.

The Greater Cincinnati Council of NAGC will hold the June meeting at the Cincinnati Art Museum Saturday, June 13, 1959, 12 Noon. A buffet luncheon will be served in the Garden. Dr. D. Alexander Severino, Associate Dean of Fine Arts and Education, Ohio State University, will be the speaker. His topic is "Identifying and Motivating Children Gifted in Art." At 2 P.M. Mr. Philip Adams, Director of the Cincinnati Art Academy, will give an orientation talk on the world famous Lehman Collection. Reservations must be in by June 6. $2.50 will cover the cost of both luncheon and admission to this extraordinary collection.

IN OREGON

The special Education Section of Oregon's

(Continued on page 37)

PRESIDENT'S MESSAGE

After our national meeting in Cleveland it is time to once again examine how we can make next year's meeting more effective. The interest in our sessions by delegates attending the American Personnel and Guidance Association meeting was certainly encouraging, but the small number of NAGC members present is hardly indicative of the spirit which we hope NAGC members have. Let's all begin planning to attend the meeting of the NAGC next year. It will be held in April and may be in Florida.

NAGC has steadily made gains in many ways. The membership is larger now than ever before, but if we are ever to be as effective an organization as we would like to be, we must have a larger membership. Publication of the Quarterly is expensive, and if the number of copies to be printed is not large enough, then the cost per copy is prohibitive. Only by having a large enough membership can the Quarterly be of benefit to the organization which we would hope, and only by a large circulation can the messages be carried to all the people interested in the gifted child. How about each of us making an effort to enroll at least one new member in NAGC? If this could be done, the membership would double. I am sure that you will agree with me that the Quarterly alone is worth the price of membership, not to mention the many other services available through membership in NAGC.

Interest in the gifted is continuing. More and more school systems are making special provisions for the gifted. The general attitude toward gifted children is better than ever before. It is our responsibility as members of NAGC to see that this high interest is maintained, and that the provisions which are being made for gifted children are sound. By better identification procedures for all children and better educational opportunities for all children, gifted children will be better provided for.

WALTER B. BARBE

1959 SUMMER COURSES IN EDUCATION OF THE GIFTED

DATE	UNIVERSITY	PROFESSOR	COURSE TITLE	CREDIT
June 8-20	Peabody Nashville, Tennessee	W. Barbe	Gifted Child Workshop	
June 8-26	Arizona Tucson, Arizona	D. W. Smith R. Havighurst J. Birch	Workshop for Gifted Study of Children	3
June 8 - July 2	Western Carolina College Cullowhee, North Carolina	Bixler & Carter	The Gifted Child	3
June 8 - July 11	Arizona State University Tempe, Arizona	R. Bullington	Participation with Gifted Children	6
June 15-23	University of Georgia Athens, Georgia	K. McCutchen	Problems in Ed.— Gifted Children	5
June 15-26	University of Oklahoma Norman, Oklahoma	H. Angelino	Workshop in the Education of the Academically Talented Pupil	2
June 15 - July 17	Indiana State Teachers College Terre Haute, Indiana	McDaniel	Education of the Gifted	4
June 15 - July 18	University of Louisville Louisville, Kentucky	H. Bixler	Workshop Teaching Superior Students	2-3
June 15 - Aug. 7	Missouri Columbia, Missouri	J. L. French	Problems of Gifted and Talented Youth	2½
June 15 - Aug. 7	University of Florida Tallahassee, Florida	M. Cunningham	Ed. of the Gifted	3
June 15 - Aug. 14	Eastern Montana College of Education	E. O'Donnell	Lab Practicum Bright and Gifted	2-4
June 15 - Aug. 14	University of Oregon Eugene, Oregon	A. East	The Gifted Child	3-4
June 22 - July 11	Kansas State Teachers College Emporia, Kansas	R. J. Baldauf	Sem. in Ed. of Gifted Children	3
June 22 - July 31	San Jose State	V. H. Hughes	Workshop in the Ed. of Gifted Children	4
June 23 - Aug. 1	San Fernando Valley State College Northridge, California	J. C. Gowan	Ed. of Gifted Children	2
June 29 - Aug. 7	Rhode Island Kingston, Rhode Island	B. Donovan	Ed. of the Gifted	3
July 2 - Aug. 7	Nova Scotia Summer School, Dept. of Education, Halifax, N. S.	S. R. Laycock	The Phil. and Meth. of Dealing with Ment. Sup. and Gifted Children	3-4
July 6-17	Pennsylvania State University Park, Pennsylvania	M. O. Neuber	Ed. of Mentally Gifted Problems in the Ed. of the Gifted	2
July 6 - Aug. 15	Teachers College Columbia, New York	M. Goldberg	Psych. and Ed. of the Gifted	2-3
July 13-21	Kansas State Teachers College Emporia, Kansas	C. V. Matthews	Seminar in Curr. Planning for Gifted Children	3
July 13 - Aug. 22	University of Virginia Charlottesville, Virginia	V. S. Ward	Gifted Children	3
July 20 - Aug. 8	Northwestern Louisiana State College	W. Barbe		
July 20 - Aug. 22	University of Louisville Louisville, Kentucky	Oppenheimer	Ed. 623 The Gifted Child	2
July 23 - Aug. 21	University of Washington Seattle, Washington	Ballatine	Teaching the Gifted Child	2½

July 20 - Aug. 22	University of Louisville Louisville, Kentucky	Oppenheimer	Ed. 623 The Gifted Child	2
July 23 - Aug. 21	University of Washington Seattle, Washington	Ballatine	Teaching the Gifted Child	2½
July 27 - Aug. 14	Kent State University Kent, Ohio	E. R. Oswalt	Psych. of Gifted Child Meth. and Materials for Gifted Children	3
Summer	University of Pittsburgh Pittsburgh, Pennsylvania		Educational Programs for the Mentally advanced Child	3
Summer	University of Hawaii		Workshop on the Teaching of Gifted Children	5
Summer	University of Oregon Eugene, Oregon	A. East	Ed. of Gifted Child	3
Summer	Michigan University Ann Arbor, Michigan	W. A. Ketcham	Ed. of Superior Children	2
Summer	Eastern Michigan College Ypsilanti, Michigan		Ed. of Gifted Child	2
Summer	Michigan State University East Lansing, Michigan		Workshop on the Gifted Child	3
Summer	University of Minnesota Minneapolis, Minnesota		Ed. of the Gifted	3
Summer	University of Missouri Columbia, Missouri		Problems in Teaching the Mentally Advanced	2
Summer	University of Nebraska Lincoln, Nebraska		Education of Gifted Children	3
Summer	State University of New York College for Teachers Buffalo, New York		Gifted Child	3
Summer	Syracuse University Syracuse, New York		Student Teaching with Primary Gifted Children Student Teaching with Intermediate Gifted Children	3-6 3-6
Summer	Bowling Green State University Bowling Green, Ohio		Workshop Teaching the Gifted	3
Summer	Occidental College Los Angeles, California		Workshop — Education of Gifted Children	2
Summer	Catholic U. of America Washington, D. C.		Challenging the Gifted Child in the Elementary School	2
Summer	University of Illinois Urbana, Illinois		The Gifted Child in School and Society	3
Summer	Indiana University Bloomington, Indiana		Workshop Planning for Gifted Children	2½
Summer	State University of Iowa Iowa City, Iowa		Education of Gifted Children The Gifted Child: Methods and Materials of Instruction (Workshop)	2 2
Summer	University of Kentucky Lexington, Kentucky		The Gifted Child	3
Summer	Northwestern State College Natchitoches, Louisiana		Education of the Bright and Gifted	3
Summer	University of Maryland College Park, Maryland		Education of Children with Superior Intellectual Ability (El.)	3
Summer	Boston University Boston, Massachusetts		Workshop in the Education of the Gifted Child	3
Summer	Illinois State Normal University Normal, Illinois	C. M. Dillinger	Education of the Gifted	

ANNUAL MEETING REPORT

THE ANNUAL MEETING OF THE NATIONAL ASSOCIATION FOR GIFTED CHILDREN WAS HELD JOINTLY WITH THE AMERICAN PERSONNEL AND GUIDANCE ASSOCIATION IN CLEVELAND, OHIO

WEDNESDAY AFTERNOON, MARCH 25, 1959, 1 P.M. Papers were presented reporting on research projects on the gifted.

Walter Barbe, NAGC president and professor of Education, University of Chattanooga presided.

Elsie J. Alberty, Research Associate, The University School, Ohio State University, College of Education presented "The Identification and Development of Talent in Heterogeneously Grouped Students in a General Education Program of the Secondary Level."

Alexander Frazer, Research Director, The University School, Ohio State University, College of Education, presented "Underdeveloped Talent in the Gifted."

E. Strauss, M.D., Director Professional Services for Research, Veterans Hospital, and Joseph Lyons, Research Psychologist, Veterans Administration Hospital presented "Detecting Scientific Talent."

Abstracts of the papers follow.

THE IDENTIFICATION AND DEVELOPMENT OF TALENT IN HETEROGENEOUSLY-GROUPED STUDENTS IN A GENERAL EDUCATION PROGRAM AT THE SECONDARY LEVEL

Elsie J. Alberty

One of the major trends in secondary school curriculum development seems to be toward more extensive provisions for individual differences among students, particularly at the upper levels of ability and talent. This probably is to be expected since providing for individual differences among students has always been the concern of American schools. In recent years, however, the increase in enrollment, which in turn has caused an increase in class size and in the degree of heterogeneity in the school population, has served to focus even more attention on this problem. More important even than the increased enrollment is the present trained manpower situation. The shortage of trained scientists and engineers has led many of our leaders to demand that the high schools do a better job of identifying and training talented youth—especially in the fields of science and mathematics. A variety of plans have been suggested and considerable research and experimentation carried on, but how to provide for the talented is still a vital issue.

Basic to the problem of providing for the talented is the development of a more adequate concept of talent. Who are the talented? What is the distinctive "life style" of talented persons? Is there such a thing as specific talent, e.g. in mathematics, science, human relations or is talent general? How can talent be identified? How early can it be recognized? What is the relationship between the presence of talent and social climate? Questions such as these must be answered if we are to plan and execute high-school curricula which will further the identification and development of talent.

The major purposes of this study being undertaken in The Ohio State University School are: (1) to develop a conceptual model of talent in adolescence, and (2) to identify "indices of talent" that manifest themselves in the behavior of students as they are involved in the general education program, grades 7-12. A second phase of this study (building on the research which is specified in the present contract) will involve the planning and execution of a curriculum, grades 7-12, designed to further the identification and development of those talents conceptualized in the present study.

A TEST FOR THE DETECTION OF SCIENTIFIC TALENT

Erwin W. Straus, M.D., Joseph Lyons, Ph.D. and F. D. Wallace

Veterans Administration Hospital
Lexington, Kentucky

Every problem, even the most trivial, may be said to contain two tasks. The first is the manifest task, which may be seen and solved in its own right; the second is a silent task underlying the first, which is not solved as

such but rather apprehended. The former is the concrete application of a formal, radical relation expressed by the latter; therefore to "solve" the latter by grasping the relation solves a specific problem as well as all others of its type.

These considerations are relevant when one undertakes to develop a test procedure for the early detection of potential for scientific work. Our own experiments—which arose initially as a by-product of studies concerned with tasks requiring reflective thinking and imaginative effort—lead us to postulate that two kinds of abilities need to be distinguished. The first, which is called upon whenever the task requires imaginal manipulation rather than mere imitation, is one form of intellectual capacity. The second demands that grasp of relations referred to above; it is evidenced in the person's spontaneous drive to elucidate and understand the principles underlying the task at hand. Whether both of the characteristics to which we refer—imaginative ability and spontaneous grasp of principles—are observable at the high school level is, of course, a question which can be answered only empirically—and our initial efforts have, in fact, been aimed at comparing superior high school students with more mature workers and teachers in the sciences.

Given a set of techniques — which we describe in some detail below—for separately testing the two characteristics, we are proceeding on the following hypotheses: 1) that imaginative ability is randomly distributed, within a narrow range, among a group of persons chosen for excellence in scientific work, but that grasp of principles serves to distinguish the younger from the more mature, the less productive and original from the more, etc.; 2) that in respect to these two characteristics differences may be found between those in the arts and those in the sciences, as well as between the more abstruse and the more practical branches of science.

Our methods involve essentially the manipulation of forms and designs in various spatial arrangements. This approach has a number of advantages—it is easily adaptable to any desired level of difficulty, and it appears to be intrinsically interesting and challenging to subjects of all ages and levels. We have used problems involving "flips," that is, alternative orientations of given designs; one example is to ask the subject to do problems in subtraction but to write the problems as they would appear in a mirror. We have also required subjects to recognize and put together the parts of dissected figures and alternatively to break down and manipulate the parts of familiar whole figures. Finally, we have developed some tasks which enable us to evaluate the extent to which the subject spontaneously directs himself toward the discovery of underlying principles. This is not to say that in regard to this third approach, a test can be developed which can be given and scored objectively by a clerk; for the characteristic we are seeking is manifest essentially as a quality in a person's performance and therefore can be judged only by an examiner who is primed to search for it.

Thus far we have tried out an elaborate schedule of tasks on some thirty subjects, comprising employees and staff of this hospital and unsuspecting visitors to our Laboratory. In addition, we have tried out a preliminary version of a test battery on twenty high school students who were selected as particularly gifted in either art, music, literature, mathematics, or science. We plan now to make a further series of comparisons —between college freshmen and seniors, between specialists in various fields, between various college departments — in order to further develop our test battery for eventual use by other research laboratories which have access to creative scientific workers. In addition, we would like to investigate the nature of kinds of failures on these and similar tasks, on the premise that types of errors have much to teach us about causes for success. "Negative achievements," as they are shown by mental defectives and brain-damaged patients, are to be expected but may still be instructive in regard to the requirements for positive accomplishments.

The task of detecting potential for productive scientific achievement sets us a pressing problem. The need is urgent; the task is of continuing national importance. There is not required just another instrumentarium which will serve only at the lower end of the scale, to weed out those who might be wasting their time pursuing a career in science—for

a national training program can probably afford a few false positives. Rather, the requirement is for a test of positive values. Perhaps the great figures—the future Einsteins—cannot ever be reliably spotted, but a sound approach to the psychology of creative scientific endeavor should accomplish this much—to draw attention to young persons whose futures in science seems promising enough to be worth encouraging and supporting.

UNDERDEVELOPED TALENT IN THE GIFTED: LINES TO PURSUE

Alexander Frazer

Lines of pursuit holding promise of throwing new light on the development of talent include: study of the individual in terms of General environmental adequacy, Cultural differences in valued and available learnings, Language adequacy, Thinking skills and patterns, and Emotional status and self-concept. A second consideration relates to a study of school environment open vs. limited learning, individualized vs. group learning, and thinking-as-learning vs. memorizing-as-learning. Placing these two positions in opposition may seem to be creating a false issue, as indeed it would be if we could see them as properly allied rather than separated. But a great deal of planned learning is still based on the idea of presenting already organized material to learners for their mastery.

Some of the worst abuses in this regard are now being corrected through new understandings. Research developments are promising to assist us in seeing afresh the importance of helping children learn better through enabling them to think more effectively. Much attention is being given to the concept development of young children. Such studies underline what we have surely known and that is that, even at three or four, children are very hard thinkers. They are struggling all their waking hours to put information together so that they can make increasing sense out of their world. The process they use is the same as ours. They are associating data and trying to see relationships: classifying ideas within the limits of their experience, making as many discriminations and differentiations as they can; generalizing from what they know; integrating it at ever higher levels; and, throughout the process, testing their new learnings on others and the world. Children are being found capable of much wider thinking in science, social studies, and even arithmetic. If freed of the restrictions of having to deal with number symbols as a new language, for example, first- and second-graders can reason with numbers far beyond what we have thought possible.

The new studies that are also multiplying on what children already know when they come to school are going to change also our ideas about what is appropriate as early school experiences.

New studies are showing up as well in the field of mental retardation that look as if they will root out the idea that mentally retarded children learn best by drill. They think, too, as well as they can.

Many of us are going to be trying out new ways of enabling children to face the raw material of experience and discover for themselves established relationships and also to invent and create new relationships. Strengthened ability to achieve independently that which may be considered basic to talent development should result from these experiences.

The minutes of the meeting follow.

3:30 P.M. BUSINESS MEETING.

6:00 P.M. DINNER MEETING, PRESIDENTIAL GREETING, & OPEN BOARD MEETING.

NAGC NATIONAL BOARD MEETING
Hotel Statler, Cleveland, Ohio
March 25, 1959, 8 P.M.

The meeting was called to order by Walter Barbe, NAGC President, in the Ohio Room, Hotel Statler, Cleveland, Ohio, March 25, 1959, 8 P.M. It was voted to dispense with the reading of the minutes of the previous meeting. Gail Parsons, Treasurer, reported a balance of $1,354 upon completion of a Certified Public Accountant's audit. The following motions were made and approved.

1. That the minutes of the board be published in the *Quarterly*.
2. That a membership drive be held. Dr. Barbe stated he would appoint a Chairman for each state.

3. That meetings continue being co-sponsored with other groups.
4. That N.E.A. policy toward groups affiliating, to include lay membership, be investigated.
5. That only seven copies of the *Quarterly* be sent to all affiliated groups who have paid as a group member rather than continuing sending them several hundred copies since this would discourage direct membership in NAGC.
6. That the traveling book exhibit be discontinued since the books have not been returned in the number in which they went out, nor at the time of their promised return.
7. That the next meeting be held in Dade County, Miami, Florida, and that the superintendent of city and county schools be contacted to provide meeting space and release teachers. Dr. Barbe volunteered to make this contact.
8. That the Certificate of Merit be awarded to individuals or groups who spearheaded programs for gifted in their community, at the decision of the NAGC Executive Board. It was suggested this be given only to groups working with local schools. It was further recommended that a letter be sent to the school superintendent requesting that he approve the commendation.

Dr. Pearson accepted the nomination as Chairman of the committee to orient newly affiliated NAGC groups. The President Elect, Victor Goertzel, accepted the appointment of Publicity Chairman.

Respectfully submitted,
Ann F. Isaacs

(Continued from page 30)

State Department of Education held a conference titled "How Can the School Best Serve the Gifted Child." G. A. Purdom, Jr., was Program Co-ordinator. Other participants included R. J. Havighurst, M. L. Goldberg, C. W. Williams, L. F. Millhollen and C. Crary.

IN VIRGINIA

A conference on education of the gifted was held at the University of Virginia in April. Participants were Charles E. Bish, Leo M. Allman, L. L. Reid and Dorthea M. Dryer, who edits the "Parent's Page."

TEACHERS FEATURE

Sylvia Kay

Lloyd School in Chicago has special classes for gifted pupils.

Two special classes enrolling about 30 pupils each, are selected, one having children in the second through the fourth grades and the other children in the fifth through the seventh grades. The children are returned to the heterogeneous groups for the 8th grade.

Lloyd School utilizes ability grouping in reading and arithmetic for all pupils in the fourth through the eighth grades. This grouping represents only partial segregation in the school, since the children who are superior in reading and arithmetic have library, home mechanics, and gym with heterogeneous groups.

The standard Study Guides for the Chicago schools are used as a basis for the curriculum. One determiner of the use of the guides is consideration for the needs of the child who transfers to another school. However, the work undertaken goes beyond the guides. In English there is emphasis upon creative writing, note-taking, outlining, and reporting. Panel discussions are held on such topics as good citizenship and organization. In science there is a greater use of demonstrations, experiments, field trips, and reports: in social studies, the making of notebooks: and in English and spelling, independent use of workbooks. Use of workbooks and guides permits the teacher to provide considerable individual attention to certain individuals while others are working on guides or workbooks.

Special projects, chosen by the pupils, are a feature of the program. Examples of topics are The Story of Communications, Homes of the World, and Man's Progress Through the Development of Tools. Pupils devote one hour per day to the special project. They divide themselves into committees, prepare outlines, do research work, interview authorities, report their material, give demonstrations, and finally present a program before other classes and parents. French is taught to the special classes. It is possible for all students above the fourth grade to study German, Italian, or Spanish when their other work is of satisfactory quality.

Dr. Kay is currently principal at Hibbard Elementary School, Chicago, Ill. Please send contributions for this column directly to Dr. Kay.

THE NATIONAL ASSOCIATION FOR GIFTED CHILDREN
STATEMENT OF CASH RECEIPTS AND DISBURSEMENTS
For The Period from November 1, 1955, through December 31, 1958

CASH RECEIPTS		
Membership	$3,900	
Contributions	1,718	
Publications	1,410	
TOTAL RECEIPTS		$7,028
CASH DISBURSEMENTS		
Secretarial Help	$1,194	
Publication, Newsletter	2,969	
Postage and Mailing	675	
Office Supplies and Expense	378	
Contest Expense	185	
Telephone	25	
Dues and Subscriptions	112	
Taxes and Licenses	68	
Speakers	48	
Unclassified	20	
TOTAL DISBURSEMENTS		5,674
CASH ON DEPOSIT AT CITIZENS BANK OF ST. BERNARD		$1,354

THE NATIONAL ASSOCIATION OF GIFTED CHILDREN
SCHEDULE OF CASH RECEIPTS AND DISBURSEMENTS
For the Periods Indicated

	1955-56	1957	1958	TOTAL
CASH RECEIPTS				
Membership	$ 821	$1,368	$1,711	$3,900
Contributions	613	890	215	1,718
Publications		7	1,403	1,410
TOTAL	$1,434	$2,265	$3,329	$7,028
CASH DISBURSEMENTS				
Secretarial Help	$ 168	$ 754	$ 272	$1,194
Publication, Newsletter		1,309	1,660	2,969
Postage, Mailing	54	250	371	675
Office Expense		181	197	378
Contest Expense	110	75		185
Telephone	17	8		25
Dues and Subscriptions		66	46	112
Taxes, Licenses		29	39	68
Speakers		23	25	48
Unclassified	4	15	1	20
TOTAL	$ 353	$2,710	$2,611	$5,674

Bish, C. E. "Teaching The Upper 15 Per Cent." The Clearing House. 33 May, 1959) 515-518. States that some schools may fail to realize that the talented pupil really cannot shift for himself. Lists liabilities of talented, interpreting them in positive fashion, arriving at new objectives.

* * *

French, Joseph L. Educating The Gifted. New York: Henry Holt & Co., 1959, Pp. xv-555. Sixty selected articles, under ten headings reprinted in this book of readings. Sections on Identification and Evaluation contain a wide variety of papers. One might wish that sections on teachers of gifted and underachievement were equally well represented. This however may be a possible reflection of a dearth of material in this area.

* * *

Here's Hope for the Talented Child. Massachusetts Council for Public Schools, 16, Arlington St., Boston, Mass., 1959, Pp. 1-22. 25¢. Describes a number of programs providing for the gifted, chiefly in Massachusetts.

* * *

Morrill , M. B., Ed. Gifted Children. Cullowhee, North Carolina: Western Carolina College. January, 1959. Pp. 1-32. $1.00. Gives in good detail the steps in selection and screening of children participating in a summer program, as well as the program itself.

* * *

Suggestion Box from Education of the Gifted Child. Pp. 20. Write to Dr. Charles W. Lafferty, Oak Park Schools, Oak Park, Illinois. Contains practical, helpful suggestions resulting from a faculty workshop conducted June, 1958.

* * *

Survey of Programs for Gifted and Talented in Wayne County. Steering Committee, Wayne County of the Gifted. March, 1959. Pp. 15. Analyses provisions for gifted in thirty-two school districts. Write to Mrs. June England, 301 City-County Board of Education, City County Building, Detroit 26, Michigan.

* * *

Terman, L. M., and Oden, M. H. The Gifted Group at Mid-Life. Stanford, California: Stanford University Press, 1959 Pp. xii-187. Presents follow up research of the 1,500 Terman gifted subjects at mid-life. Findings will be of major interest and significance to students of the gifted.

DEPARTMENT

Congratulations to Junior Leagues everywhere!

The Junior League in Columbus, Ohio, has contributed $2,500 to the Columbus Foundation for the study of gifted children.

The Junior League of Chattanooga, Tennessee, spearheaded a community conference on the gifted. The program featured Dr. Paul Witty, Professor of Education, and Director of the Psycho-Educational Clinic, Northwestern University.

The Junior League of Louisville, Kentucky, scheduled a meeting on the gifted in May at the Conservatory of Music. Ann F. Isaacs addressed the group on "Are We Meeting the Needs of the Gifted Child Today."

BOOK REVIEW

Brumbaugh, Florence N. and Roshco, Bernard. **YOUR GIFTED CHILD; A GUIDE FOR PARENTS.** Henry Holt Co., New York, 1959. 182 pp. $3.75

Reviewed by J. C. Gowan, Associate Professor, San Fernando Valley State College, Northridge, California

This announced "do-it-yourself" guide for average parents of gifted children is written in a lively, readable style which fulfills almost too abundantly the jacket blurb that it is "timely, important, delightful reading . . . and not hackneyed pedagogues". If anything, it is too ephemeral, too full of delightful reading, and too lacking in any three syllable words or complex ideas. In their haste to capitalize on a ready market, the authors seem to have forgotten that sometimes parents of gifted children are relatively superior themselves.

As far as they go, the contents of the slim, quickly-read volume are fine, sound and sensible, which is to be expected of the writings of the principal of Hunter College Elementary School, an institution which has done much for gifted children for many years. The main fault of the book is one of omission; for its message has been curtailed by being pitched to the average parent who may not buy it, rather than to the superior parent who may, on occasion, perhaps be trusted with an idea to match those of his offspring. In this, the book stuffers somewhat by comparison with the earlier effort of Cutts and Moseley: Bright Children: A Guide for Parents.

There are no research citations or footnotes, no bibliography, no selected or suggested readings, no evidence of any authorities later than 1950. Admitting that such material slows up this light, readable style, it might still be argued that an occasional reference, reading list, chapter appendix, research citation, or some inkling of where the parent might go from here would make the book more useful as a reference and guide.

The whole subject of motivation of children, a matter of surpassing importance to parents, and one which is given modern treatment by Goldberg in the 1958 Yearbook of the National Society for the Study of Education or by deHaan and Havighurst in Educating Gifted Children is here dismissed with the platitude that love and affection is all that matters. This is cavalier treament of a critical issue in child development where the pioneer work of McClelland on need achievement indicates the possibility that success in early independency training may not be compatible with a parental atmosphere of overpermissiveness in the latency period of child development. If parental climate should change as the child grows older, perhaps parents should be informed of this fact. There is little said about achievement, and almost nothing about creativity, although these are two allied areas where the growing edge of research has recently broken new ground of which parents should be aware. Special aspects, such as withdrawn and emotionally disturbed gifted children, as well as leadership receive scant attention. The only special treatment is a rehash of Hollingsworth's work on the extremely gifted, done some time ago.

Despite the "Sputnik" emphasis of the book, work on the genesis of interest in young scientists, such as that of Brandewain and MacCurdy goes unnoticed. A further significant omission is the implication for parents of the changing sex stereotype prejudices regarding girls entering careers in mathematics and science. Another is the desirability of adults holding college expectancy for gifted children, raising their occupational sights to the professional level (something not always done by the average parents of a gifted child). Finally, the importance of the gifted child's identification with a gifted adult, hopefully a teacher, and the value of early asso-

ciation with, and transference from this model figure might well have been stressed. In short, the book reads as though it had been produced on demand by a busy principal with good training and a wealth of experience and anecdote (one of the best features of the book), but who has done little lately in keeping up with research.

In conclusion, this book will be useful to the average parent in helping him understand and work with his gifted child. Like Coca-cola, it contains nothing harmful, but not much solid nourishment beyond the brief action of its phychological pick-me-up. To note that this is often the extent of "do-it-yourself" is perhaps redundant. If the public insists on books which all can read with ease, it must be content with those that few can read with challenge.

NAGC URGES ELEMENTARY SCHOOL PRINCIPALS TO CONTACT THE AMERICAN ASSOCIATION FOR THE ADVANCEMENT OF SCIENCE

With the approval of the National Science Foundation, the supporting agency, the A. A. A. S. announces a traveling elementary school Science library program to begin in September, 1959. Reasons for this project relate to the fact that most of the winners of the National Science Fairs and the Westinghouse Talent Science Search are known to have become interested in Science during the elementary school years. In addition, the National Book Committee Conference has revealed that lifetime reading habits are established during this period. School Principals please write to Dr. Hilary J. Deason, Director of Science Library Program, AAAS, 1515 Massachusetts Avenue, N.W., Washington 5, D. C.

SCHEDULE OF ADVANCE PLACEMENT CONFERENCES

Conference	Place	Date	Chairman
Administrators	University of Michigan Ann Arbor, Mich.	June 18-21	Ray E. Kehoe
Biology	Chatham College Pittsburgh, Pa.	June 25-28	Phyllis Martin
Chemistry	University of Denver Denver, Colo.	June 25-28	Earl A. Engle
English, East	Hamilton College Clinton, N. Y.	June 25-28	Dwight Lindley
English, West	Reed College Portland, Ore.	June 25-28	George C. Hoffmann*
Foreign Languages	University of Michigan Ann Arbor, Mich.	June 25-28	Lawrence Kiddle
History	Yale University New Haven, Conn.	June 25-28	Thomas Mendenhall
Mathematics	Ripon College Ripon, Wis.	June 25-28	Leonard Vaughan
Physics, East	Rensselaer Poly. Inst. Troy, N. Y.	June 22-24	Walter Eppenstein
Physics, West	California Insti. of Tech. Pasadena, Calif.	June 25-28	Richard Sutton

* Address: Portland State College, 1620 S. W. Park Ave., Portland, Oregon

PROGRAM SUGGESTIONS FOR MEETINGS OF LOCAL NAGC GIFTED COUNCILS

1. Panel discussions by: (a) gifted children, (b) their parents, (c) their teachers, and moderated by a teacher, a professor, guidance advisor or a member of the community at large.
2. The results of the annual NAGC contest in your particular part of the country. These essays can be read by the contributors, then discussed by the audience.
3. An open meeting titled "Come And Share Your Ideas."
4. Presentation of current findings in the literature by members of the group.
5. Calling upon community resources, utilizing the talented persons in your community to discuss how to encourage the child:
   - A. Who is musically gifted.
   - B. Who shows art ability.
   - C. Who has indicated a mastery in the field of Language Arts.
   - D. Who is interested in Science.
   - E. Any others along similar lines.
6. Resource people in your own community who work with gifted children in specialized programs if there are such.
7. Paid speakers.

Benefits for Schools and Communities Where Local National Association for Gifted Children Sections Exist

1. Continuous ongoing evaluation of program.
2. Opportunity for teachers and staff to exchange notes, acquire new ideas.
3. Opportunity for parents to gain further insight into how they can most effectively guide the development of the child's talents.
4. Vehicle for acceptance of program, both on the part of professional educators and the lay public.
5. Help in preventing the adoption of practices which might be unsuited to a given school.
6. Help in preserving good practices and encouraging more widespread knowledge of good procedures.
7. Assistance for the school and community in keeping abreast of current programs, practices and research recommendations.
8. Providing current copies of THE GIFTED CHILD QUARTERLY, plus various additional publications and bibliographies to interested groups and individuals.
9. Sponsoring of local awards for the annual essay contest to stimulate interest in the gifted.
10. Providing speakers and program assistance to other educational and lay groups interested in the problems of the gifted.

For further details on how to start a local NAGC Section please contact

NAGC HEADQUARTERS

409 CLINTON SPRINGS AVE. CINCINNATI 17, OHIO

5th and 6th GRADE DEMONSTRATION CLASSES OF GIFTED CHILDREN

PLUS A SPECIAL COURSE ON THE GIFTED CHILD FOR PARENTS, ADMINISTRATORS AND TEACHERS.

Drs. Bixler and Carter

June 8 - July 2

Western Carolina College

Cullowhee, N. Carolina

NAGC's Classified Department

Are you an administrator, a supervisor, a teacher? Have you some special skill you would like to impart in working with the gifted? Are you a member of a community searching for a supervisor, or teachers for your gifted progam? Or perhaps you are a friend or parent of a gifted child whom you would like to help in a special way. Whatever your unique interests or needs, write NAGC. We shall be pleased to assist you. Rates per insertion: 25c per word, 10 word minimum. Allow two extra words for box and numbers.

Ph. D. or Ed. Researcher, Consultant, Psychologist, oriented to the literature on gifted. Contact Elizabeth McCormick Memorial Fund, 115 E. Ohio St., Chicago 11, Illinois.

AVAILABLE FROM YOUR NAGC OFFICE

The Gifted Child Quarterly $5.00

Single copies 1.50

(Published Spring, Summer, Fall and Winter)

Isaacs, Ann F., The Needs of Today's Gifted Children 1.50
(pamphlet)

List of Books and Pamphlets on the Education and Psychology of Gifted Children ..... .25

References from The Literature on Gifted Children ..... .25
July 1, 1956—June 30, 1957

Annotated Bibliography based on References from The Literature on Gifted Children 1.00
July 1, 1957—June 30, 1958

In addition, various reprints, booklets and pamphlets are distributed to NAGC members.

This Summer

at the

UNIVERSITY of RHODE ISLAND

JUNE 29 - AUGUST 7

(SIX WEEKS)

DR. BERNARD DONOVAN

Assistant Superintendent of Schools
NEW YORK CITY
(In charge of secondary schools)
will teach the course

"Education of the Gifted"

and will bring to the course his wide knowledge of programs for the gifted from a practical operational standpoint.

UNIVERSITY of RHODE ISLAND

KINGSTON, RHODE ISLAND

(Only 6 miles from the ocean)

Send for Summer Session Bulletin

THE NATIONAL ASSOCIATION FOR GIFTED CHILDREN
409 CLINTON SPRINGS
CINCINNATI 17, OHIO

NON-PROFIT
ORGANIZATION
U. S. POSTAGE
PAID
CINCINNATI, OHIO
PERMIT 9212

VOL.

WHAT NAGC DOES

1. Provides articles and reprints, and publishes the QUARTERLY.
2. Gives program assistance to all interested groups.
3. Plans National Conventions.
4. Helps subsidize programs at all levels.
5. Encourages research.
6. Sponsors an annual essay contest to stimulate interest in the gifted.
7. Serves as a clearing house.
8. Keeps abreast of current programs, practices and research findings.
9. Helps schools get started on their programs.
10. Aids parents of gifted.

FOR A BRIGHTER WORLD TOMORROW, LET US AID GIFTED CHILDREN
IDENTIFY, DEVELOP AND WISELY USE THEIR TALENTS TODAY
JOIN NAGC

MEMBERSHIP APPLICATION

THE NATIONAL ASSOCIATION FOR GIFTED CHILDREN

409 Clinton Springs Avenue **Cincinnati 17, Ohio**

Date_____

Name_____ Telephone Number_____

Home Address_____
Street City Zone State

School, Business or Profession_____

We welcome you as:

AN INDIVIDUAL

_____$5 a Regular Member
_____$10 a Contributing Member
_____$25 a Sustaining Member
_____$100 a Life Member

A GROUP

_____$25 a Regular Member
_____$100 a Contributing Member
_____$500 a Sustaining Member
_____$1000 a Patron